

***Department of
Career and Technical Education
Program Evaluation for Special Populations***

Local Education Agency (LEA): _____
Reporting_Date: _____
Completed_By: _____
Instructor: _____
Administrator: _____

S = A Strength
M = Meets Expectations
I = Improvement Opportunity
NA = Not Applicable

Standard One - Instructional Planning and Organization

- 1) Are service plans in place to assist members of special populations to meet or exceed the state adjusted levels of performance? (Suggest reviewing student records and IVEP's.)
- 2) Do individualized instructional plans focus on the students' CTE objectives? (Suggest reviewing student's individualized education plans and/or service strategy plans.)
- 3) Are individuals successfully placed into education or employment consistent with CTE objectives? (Suggest reviewing IVEP's counseling records.)
- 4) Do individuals receive referral services (supplementary services, social services) to help support successful achievement of goals? (Suggest reviewing individual plans.)
- 5) Do programs plan/adapt as necessary to foster the success of special population students? (Suggest reviewing teacher input.)
- 6) Describe the program's strengths for instructional planning and organization:
- 7) Describe the program's improvement opportunities for instructional planning and organization:

Standard Two - Instructional Materials Utilization

- 1) Are comprehensive career and technical education materials used to ensure knowledge of high-wage, high-skill careers including nontraditional careers? (Suggest reviewing career education resources.)
- 2) Does the program use a wide variety of current instructional materials accommodating a wide range of learning styles, rates and abilities? (Suggest reviewing teacher feedback.)
- 3) Does the VRE/tutor work cooperatively with other faculty in selecting education systems and instructional aids? (Suggest reviewing methods for soliciting input from other faculty.)
- 4) Describe the program's strengths for instructional materials utilization:
- 5) Describe the program's improvement opportunities for instructional materials utilization:

Standard Three - Instructional Personnel

- 1) Does instructor hold the appropriate license and career credential for his/her specific field? (Suggest reviewing instructor's license/credentials.)
- 2) Does instructor participate in career-technical conferences, professional association conventions, professional development meetings or other types of training? (Suggest reviewing instructor's technological and professional growth activities for the past year.)

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- 3) Does instructor consult with specialists to accommodate the needs of special population students? (Suggest reviewing IVEP's teacher feedback.)
- 4) Does instructor provide strategies to other faculty that will assist them in integrating academics and essential skills into programmatic instruction? (Suggest reviewing strategies used.)
- 5) Describe the program's strengths for instructional personnel:
- 6) Describe the program's improvement opportunities for instructional personnel:

Standard Four - Enrollment and Student-Teacher Ratio

- 1) Is the program available at hours convenient for all students? (Suggest reviewing staff coverage and hours available.)
- 2) Is a referral process in place for students to enter the program? (Suggest reviewing process.)
- 3) Does the Local Education Agency adjust student-teacher ratios based upon special needs of students? (Suggest reviewing number of students served.)
- 4) Describe the program's strengths for enrollment and student-teacher ratio:
- 5) Describe the program's improvement opportunities for enrollment and student-teacher ratio:

Standard Five - Equipment and Supplies

- 1) Is program adequately equipped to support the needs of the students? (Suggest observing equipment and training stations)
- 2) Are resource room computers compatible with computers used throughout the school? (Suggest reviewing equipment.)
- 3) Describe the program's strengths for equipment and supplies:
- 4) Describe the program's improvement opportunities for equipment and supplies:

Standard Six - Instructional Facilities

- 1) Are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facility for special features or modifications to accommodate students.)
- 2) Does facility provide an environment conducive to learning? (Suggest observing classroom.)

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- 3) Describe the program's strengths for instructional facilities:
- 4) Describe the program's improvement opportunities for instructional facilities:

Standard Seven - Safety and Sanitation Training and Practices

- 1) Does the LEA ensure classroom safety for the success of special population students? (Suggest observing facility.)
- 2) Describe the program's strengths for safety and sanitation training and practices:
- 3) Describe the program's improvement opportunities for safety and sanitation training and practices:

Standard Eight - Program Advisory Committee and Community Relations

- 1) Does the program's advisory committee meet the standard of a minimum of two meetings yearly? (Suggest reviewing most recent advisory committee minutes.)
- 2) Does the advisory committee include representation of members of special populations? (Suggest reviewing list of committee members.)
- 3) Is the advisory committee involved in analysis of enrollment and completion data, leading to recommendations for the success of the students? (Suggest reviewing minutes from committee meetings.)
- 4) Does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of students? (Suggest reviewing minutes of recent advisory committee meetings.)
- 5) Describe the program's strengths for program advisory committee and community relations:
- 6) Describe the program's improvement opportunities for program advisory committee and community relations:

Standard Nine - Leadership Development Opportunities/Career and Technical Student Organization

- 1) Does the LEA actively involve special population students in career and technical student organizations? (Suggest reviewing memberships.)
- 2) Has the LEA developed recruitment strategies to encourage members of special populations for participation in career and technical student organizations? (Suggest reviewing strategic plans.)
- 3) Describe the program's strengths for career and technical student organizations:
- 4) Describe the program's improvement opportunities for career and technical student organizations:

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Standard Ten - Workplace Experience/Cooperative Learning Experience

- 1) Do special population students have the opportunity to participate in work-based learning (job shadowing, school-to-work placement, etc.)? (Suggest reviewing individualized plans/strategies.)
- 2) Describe the program's strengths for coordination activities:
- 3) Describe the program's improvement opportunities for coordination activities: